



English III

Analytical Scoring Guide

April 2013

Read the following excerpt from *In the Shadow of Man* by Jane Goodall.

- 1 One day, when I was sitting by the trickle of water in Buffalo Wood, pausing for a moment in the coolness before returning from a scramble in Mlinda Valley, I saw a female bushbuck¹ moving slowly along the nearly dry streambed. Occasionally she paused to pick off some plant and crunch it. I kept absolutely still, and she was not aware of my presence until she was little more than ten yards away. Suddenly she tensed and stood staring at me, one small forefoot raised. Because I did not move, she did not know what I was—only that my outline was somehow strange. I saw her velvet nostrils dilate as she sniffed the air, but I was downwind and her nose gave her no answer. Slowly she came closer, and closer—one step at a time, her neck craned forward—always poised for instant flight. I can still scarcely believe that her nose actually touched my knee; yet if I close my eyes I can feel again, in imagination, the warmth of her breath and the silken impact of her skin. Unexpectedly I blinked and she was gone in a flash, bounding away with loud barks of alarm until the vegetation hid her completely from my view.
- 2 It was rather different when, as I was sitting on the Peak, I saw a leopard coming toward me, his tail held up straight. He was at a slightly lower level than I, and obviously had no idea I was there. Ever since arrival in Africa I had had an ingrained, illogical fear of leopards. Already, while working at the Gombe, I had several times nearly turned back when, crawling through some thick undergrowth, I had suddenly smelled the rank smell of cat. I had forced myself on, telling myself that my fear was foolish, that only wounded leopards charged humans with savage ferocity.
- 3 On this occasion, though, the leopard went out of sight as it started to climb up the hill—the hill on the peak of which I sat. I quickly hastened to climb a tree, but halfway there I realized that leopards can climb trees. So I uttered a sort of halfhearted squawk. The leopard, my logical mind told me, would be just as frightened of me if he knew I was there. Sure enough, there was a thudding of startled feet and then silence. I returned to the Peak, but the feeling of unseen eyes watching me was too much. I decided to watch for the chimps in Mlinda Valley. And, when I returned to the Peak several hours later, there, on the very rock which had been my seat, was a neat pile of leopard dung. He must have watched me go and then, very carefully, examined the place where such a frightening creature had been and tried to exterminate my alien scent with his own.

Excerpt from *IN THE SHADOW OF MAN* by Jane Goodall. Copyright © 1971 by Hugo and Jane van Lawick-Goodall. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

¹A bushbuck is a small striped African antelope.

English III

Analytical Prompt

Think carefully about the ways in which Goodall describes her encounter with the bushbuck as opposed to her encounter with the leopard.

Write an essay analyzing the difference between the two encounters.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the analytical task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the text, may include extraneous information, or may shift abruptly from idea to idea, weakening the focus and coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of the essay is weak, and the analysis is ineffective. The writer offers an unclear, simplistic, or inappropriate interpretation of the text or makes no attempt to analyze at all. The writer includes little, if any, relevant textual evidence to support the points made. Sometimes the writer simply summarizes all or parts of the text without linking the summary to an interpretation. Overall, the development of ideas is vague, insufficient, or inappropriate, and the textual evidence is weak or completely missing.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the analytical purpose and does not establish a tone appropriate to the task. Word choice often impedes the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer demonstrates little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

In the first encounter Goodall explains how the bushbuck was toward her. In paragraph 1 she says, "... I can still scarcely believe that her nose actually touched my knee; "the bushbuck came up to Goodall. After the bushbuck touched her, she got frightened and started to run away until she was hid completely. Goodall would explain how the female bushbuck was acting before she touched Goodall.

In the second encounter Goodall explains that ever since she arrived to Africa that she was afraid of Leopards. Her mind told her that the leopard would be scared, if it knew she was there. She left the Peak, because she couldn't stand having eyes watch her. When she returned back to the peak from Mlinda Valley she noticed that the leopard had left his scent on the rock she had sat on.

These two encounters with the bushbuck and the leopard were different because the bushbuck saw Goodall, touched her then hid away. The leopard was watching Goodall and thought that her Scent was his.

Score Point 1

In this very limited writing performance, the lack of a clear thesis statement detracts from the overall effectiveness of the essay. Without a clear focus to guide the analysis of the two encounters, the writer is able only to provide a summary of the text without linking to an interpretation. Even though some direct quotations are presented, they do not connect to an analysis and do not contribute to the development of the response. There is an attempt to address the prompt in the last paragraph; however, the example is too unclear to be considered effective. The writer has developed the essay in a manner that demonstrates a lack of understanding of the analytical writing task.

Jane Goodall, a known environmentalist, comes into contact with two different animals, a bushbuck and a leopard. When it comes to the bushbuck Goodall is more frightened than when she came in contact with the leopard.

Goodall was scared of the bushbuck because it actually saw her and was ready for battle. "I saw her velvet nostrils dilate as she sniffed the air." (Goodall 1) The bushbuck gave her a fright because of how close she came towards her. Whereas with the leopard, "only wounded leopards charged humans with savage ferocity." (Goodall 2) I am guessing this leopard wasn't wounded. If it were me I'd definitely be more afraid of the leopard. I don't run fast and an antelope seems harmless.

Score Point 1

The writer of this very limited writing performance asserts that Goodall is more frightened of the bushbuck than of the leopard. Because this thesis is based on a misreading of the text, the writer is unable to clarify this interpretation with text evidence or further analysis. For example, the writer infers that Goodall fears the bushbuck because it is "ready for battle." However, there is no indication in the text that the bushbuck was exhibiting aggressive behavior. The writer attempts to supply some textual evidence (only wounded leopards charged humans with savage ferocity) to support the incorrect thesis, but the explanation of its relevance is weakened by inappropriate analysis (I am guessing this leopard wasn't wounded). The lack of a clear thesis, an inappropriate organizing structure, and a misinterpretation of the text result in an ineffective analytical response.

She was more scared of the leopard than the bushbuck. Of course who wouldn't be scared of a leopard? I think the bushbuck wouldn't have done anything to her as long as she stood still. The leopard however, would have torn her apart on sight.

She had a fear of leopards. In paragraph 2 of the story it states, "Ever since arrival in Africa I had had an ingrained, illogical fear of leopards." So she was afraid of the leopard, not the bushbuck. She ran away to gain cover from the cat so the cat could not visualize her and see her as food. The bushbuck was clueless about what she was. It states in paragraph 1, "...she did not know what I was—only that my outline was somehow strange." It was ready to fight, however didn't visualize her as a threat so she just explored.

These 2 encounters were actually quite different. One was a trembler while the other was pretty exciting. Just to see what they would do in person would be fascinating.

Score Point 1

In this very limited writing performance response, the student presents the appropriate thesis that one difference in the encounters is that Goodall is more scared of the leopard than of the bushbuck. However, the student's attempt at analysis is inappropriate in three different ways. First, the student presents in the first paragraph an interpretation that is not based on the selection. The student predicts what would have happened in the selection had events not gone the way they were written. Second, the student offers an interpretation and supports it with the same information. For example, the student writes, "She had a fear of leopards." The attempt to support this analysis is ineffective because the text the student provides says exactly the same thing: "Ever since I arrived in Africa, I had an ingrained, illogical fear of leopards." This echoing of the text creates repetition and disrupts the flow of the essay. Finally, the student offers an interpretation of the bushbuck that is incorrect. The student writes that the bushbuck "was ready to fight."

Everybody has a fear of some kind whether its a spider or a clown but for goodall hers was the leopard instead of the busha buck she encountered

goodall first encounter was a bush buck that was curious because it didnt know what she was. in the encounter the bush buck got so close that she could fill the warm breath of it but within a blink of a eye the bush buck disapared in the thick vegetation.

goodall second encounter was a leopard that was running straight at her with its tail straight up and at a lower level of her but obviously it didnt know she was there.

Score Point 1

In this very limited writing performance, the writer attempts to provide a thesis that suggests Goodall feared the leopard instead of the bushbuck she encountered. Instead of addressing his idea in either of the paragraphs that follow, the writer provides an interpretation of the bushbuck's behavior and a summary of the encounter with the leopard. No textual evidence or analysis is provided to clearly address Goodall's fear or lack thereof. In addition, serious and persistent errors in sentence boundaries and usage conventions create disruptions in the fluency of writing and sometimes interfere with the writer's intended meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the analytical task.
- ❑ Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is weak or somewhat unclear. The lack of a clear, effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships between the ideas and the evidence presented.

Development of Ideas

- ❑ The development of the essay is minimal, and the analysis is superficial. The writer offers an interpretation that is based on a literal or obvious reading of the text. The writer attempts to support this interpretation with textual evidence, but sometimes evidence is missing, irrelevant, or inaccurate. Overall, the writer develops ideas too briefly or partially and does not always link these ideas to textual evidence.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the analytical purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Goodall had very different experiences with the bushbuck and leopards. Both of these animals can be very different from each other. For once both of these animals can react differently towards a human.

Goodall's encounter with the bushbuck not at all frightening. As she stared at the bushbuck it did not notice her until it got closer. Once the bushbuck notice her standing there it approached her slowly while she tried not to make any sudden movements that would make it afraid. As it got closer she believed that the bushbuck touched her knee with its nose, then once she blinked the bushbuck was gone, as if it disappeared very quickly.

As for Goodall's encounter with the leopard it wasn't all that pleasant. As Goodall sat on a rock she noticed a leopard approaching her. At first the leopard did not notice her. Goodall became afraid since she had a fear of leopards. The leopard soon was out of sight so she convinced herself it would be a good idea to climb the tree. Yet she remembered leopard can climb trees as well and stopped climbing halfway. She thought that maybe the leopard was afraid of her as she was of it.

Goodall ended having two different experiences with the two animals. She shows that animals act very different when they come between human contact. Some can be harmless but others can be dangerous if someone does something that they are not suppose to.

Score Point 2

The writer of this basic writing performance provides the superficial analysis that Goodall's encounter with the bushbuck was "not at all frightening," and the encounter with the leopard "wasn't all that pleasant." The analysis is offered through topic sentences rather than an effective thesis. The lack of a clear, effective thesis interferes with the focus of the essay because the reader is unable to determine whether the writer's intent is to focus on Goodall's feelings about the encounter with the animals or the animals' feelings when they encounter humans. The textual evidence that is provided is a synopsis of events related to the topic sentences rather than development that would offer an interpretation of the excerpt. Therefore, the writer develops the essay in a manner that demonstrates a limited understanding of the analytical writing task.

Goodall's encounters were completely opposite from each other. Many of us may understand why.

Just like her encounters were different so were the animals. When she saw the bushbuck she tried getting close to her and "I can still scarcely believe that her nose actually touched my knee" Goodall said. The pair bushbuck was more afraid of Goodall than Goodall was afraid of the bushbuck. In this encounter the bushbuck ran away because she was in fear and Goodall wasn't she wanted to touch her.

Now with the leopard it's a completely different story Goodall wasn't trying to even get close to it she was more busy trying to find some where to hide. I doubt a bushbuck will try to harm someone but I leopard just wants to find something or someone to have as dinner. "Very carefully, examined the place where such a frightening creature had been ordered to exterminate my alien scent with his own". She said after she left when she saw the leopard where she was standing at before.

Her two encounters were very different from each other because she was dealing with two very different animals.

Score Point 2

The writer of this basic writing performance begins the essay with a weak thesis stating that Goodall's "encounters were completely opposite from each other." The lack of a clear thesis interferes with the focus of the essay. The student also includes an inappropriate analysis, specifically the inclusion of speculative comments regarding the behaviors of bushbucks and leopards. However, the writer offers superficial analysis concerning the difference in Goodall's behaviors upon encountering the two different animals—wanting to be close to the bushbuck but clearly wanting to get away from the leopard. In addition, the student offers irrelevant textual evidence that is not linked to the idea about Goodall wanting to get away from the leopard. Overall, the essay is developed in a manner that demonstrates only a limited understanding of the analytical writing task.

Goodall was excited about the encounter with the bushbuck. She was very fascinated by it. Goodall was not afraid when the bushbuck came up to her. "I can still scarcely believe that her nose actually touched my knee; yet if I close my eyes I can feel again, in imagination, the warmth of her breath and the silken impact of her skin."

Goodall was afraid of the encounter of the leopard. "Ever since arrival in Africa I had had an ingrained, illogical fear of leopards." Goodall got nervous the closer the leopard got to her. Goodall decides to run away from her fear. "I quickly hastened to climb a tree, but halfway there I realized that leopards can climb trees."

The difference in these encounters is that she was brave with the first one, but she was scared in the encounter of the leopard. The bushbuck ran away from Goodall. Goodall ran away from the leopard.

Score Point 2

In the last paragraph of this basic writing performance, the student posits the thesis that the difference between the two encounters is that Goodall was brave in the first and scared in the second. The student attempts to develop support for this thesis by creating a superficial analysis of what happens in the selection. Every aspect of this superficial analysis is supported by relevant textual evidence. Overall, the writer has developed a minimal analysis that reflects little thoughtfulness.

Jane Goodall's experiences with both the bushbuck and the leopard must have been riveting. As an animal conservationist, she must have been very used to wild animals being around her once she entered their domain, but to have two creatures, one so harmless and the other so intimidating, actually interact with her must have been magical. Goodall's senses must have been peaked in both encounters, but for very different reasons.

With the bushbuck, Goodall was captivated at the small antelope's presence. She logged each detail of the moment with careful precision in order to preserve the encounter forever. The interaction with the bushbuck was gentle, and she felt no outstanding fear, other than the fear of chasing the small female off.

However in the case of the leopard, Goodall was solely concerned with self-preservation. She had no intention of letting the leopard into the same personal space she allowed the bushbuck. Goodall even admits to being frightened, and that she had to push herself to trek on. "I had forced myself on, telling myself that my fear was foolish..."

Goodall's encounters with both the bushbuck and the leopard must have been exciting. Despite having been around wild animals for so long, both moments were very striking, just due to the nature of the animals in participation.

Score Point 2

The writer of this basic writing performance chooses to analyze the difference in the way Goodall's senses were piqued by her encounter with the two animals. There is some thoughtful analysis in regard to Goodall's fascination with the bushbuck (She logged each detail of the moment with careful precision in order to preserve the encounter forever) and her fear of the leopard (Goodall was solely concerned with self-preservation). Despite the inclusion of these insightful observations, the textual evidence provided is too inadequate to support the writer's analysis: no text is offered as support for the observations concerning the bushbuck, and the direct quotation used in connection with the leopard is only weakly connected because it is, in fact, a reference to an earlier experience, not the one detailed in this account. The writer's inability to connect interpretations to specific text is an indication that the writer has only a limited understanding of the analytical writing task.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are generally suited to the analytical task.
- ❑ The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the specific aspect of the text the writer must address. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships between the ideas and the evidence presented.

Development of Ideas

- ❑ The development of the essay is sufficient, and the analysis is largely convincing. The writer offers an explicit and thoughtful interpretation that goes beyond a literal reading of the text and is, for the most part, analytical. The writer supports this interpretation with relevant, accurate textual evidence, though at times this evidence needs to be stronger or more complete. Overall, the writer develops ideas in some depth and appropriately links these ideas to textual evidence.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of both the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the analytical purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

The author of "In the shadow of man" writes a story describing her time in Africa. She explores the wild and comes across a couple of different animals. Jane has no fear around one but is totally frightened by the other.

In the first paragraph she describes her encounter with a female bushbuck. "...she paused to pick off some plant and crunch it." (Goodall) The author takes her time to observe the bushbuck and tries to get closer. She watches it carefully making sure she doesn't startle her. "...she was not aware of my presence until she was a little more than 10 yards away." (Goodall). She got so close to the bushbuck that she imagined she touched her knee. The author showed no fear,

when the author was sitting on a peak she spots a leopard. She recalls her illogical fear of leopards and is terribly frightened. "...telling myself that my fear was foolish..." (Goodall). The author doesn't attempt to go near the cat or see it. She tries to get away in fear. "I quickly hastened to climb a tree..." (Goodall). This encounter is totally different than with the bushbuck because she is afraid. She wanted to see the bushbuck, get closer, and observe it. But around the leopard she was itching to run away.

Score Point 3

In this satisfactory writing performance, the writer provides the analysis that Goodall was fearless as she encountered the bushbuck but fearful in the presence of the leopard. The writer's generally analytical interpretation of both encounters is supported with relevant textual evidence in the form of direct quotations that are appropriately linked to the ideas. For the most part, the sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas and the evidence presented. Overall, the development is sufficient and demonstrates a good understanding of the analytical writing task.

Goodall's encounters with the bushbuck and the leopard are almost polar opposites. While the encounter with the bushbuck had a peaceful and tranquil-like tone to it, the encounter with the leopard had a tone of fear and trepidation.

When Goodall first saw the bushbuck, her reaction was to stay quiet and "absolutely still". As opposed to her first reaction with the leopard, which was flight. In the first encounter, Goodall is seen as the predator, even though she is without predatory intent. Whereas, in the second encounter, Goodall is seen as the prey, hence her almost tangible fear.

The use of diction also alters the pathos of both encounters. To describe the bushbuck, Goodall uses words such as "warmth" and "silken". However, she uses words like "thudding" and "frightening" to describe the leopard. The use of words give the bushbuck a sense of innocence and harmlessness, while the leopard has the status of authority and oppression. Both animals leave her with strong emotions, whether it be the placidness of the bushbuck or the animosity of the leopard.

Score Point 3

In this satisfactory writing performance, the writer observes that Goodall's meeting with the bushbuck was characterized by a peaceful and tranquil tone while the encounter with the leopard had a tone of fear and trepidation. Although the writer presents many thoughtful ideas to develop this interpretation, not all of the claims are supported with sufficient textual evidence. For example, the student uses only the direct quotation "absolutely still" to support the ideas in the second paragraph. Although the student attempts to provide more evidence about Goodall's experience with the leopard (her first reaction with the leopard, which was flight), this evidence is only a general text reference and cannot be considered specific textual support. Despite the somewhat uneven presentation of ideas and text, the writer's overall analysis is largely convincing and reflects some depth. In addition, the writer's clear and specific word choice contributes to the quality of the essay.

Jane Goodall describes her lovely, detailed encounter with the Bushbuck as a & unexpectedly, wonderful thing. However her encounter with the leopard was found to be fearful and the author, Jane Goodall, was frightened by the creature.

Jane Goodall displayed her encounter with the bushbuck with calm imagery. She described the peaceful encounter with the bushbuck's "warmth of her breath, and the silken impact of her skin." The author was surprised and could not believe that such a beautiful "velvet" animal could interact with her.

Although Jane Goodall had an exhilarating experience with the bushbuck, she had a fearful encounter with the leopard. Jane Goodall described the leopard as "a frightening creature." She used fearful diction such as "thudding," "startled," and "halfhearted" to display her scary encounter with the leopard.

Jane Goodall used peaceful imagery describing her encounter with the female bushbuck and frightening diction describing her encounter with the leopard.

Score Point 3

In this response, the student provides a clear thesis asserting the two encounters differ because Goodall uses diction to create calm, peaceful imagery in one and frightening imagery in the other. The analysis of each encounter contains sufficient development that is supported by adequate textual evidence. The student connects sentences effectively and uses a transition that links the analysis of both encounters. The third paragraph's description of Goodall's interaction with the leopard and the textual evidence supporting it is wordy as the student attempts to analyze and support how the encounter is frightening. However, the student's word choice throughout most of the analysis and an adequate control of conventions contribute to the fluency and clarity of the writing.

One can produce illogical fears of things unknown. But not everything unknown is intimidating. In the excerpt of "In the Shadow of Man" by Jane Goodall, the author has encounters with two animals, and is only scared of one. Goodall is scared of the leopard and not the bushbuck because society is more cautious of leopards than bushbucks.

In both encounters, with leopard and bushbuck, they were both wild animals. But to Goodall, the bushbuck which came up to her, and touched her, she was not frightened but awe struck. She stated, "I can still scarcely believe that her nose actually touched my knee," she was shocked that this wild, flight driven animal would venture into the unknown, and examine her.

The leopard on the other hand, was a terrifying experience for Goodall. "...as [Goodall] was sitting on the Peak, [she] saw a leopard coming toward [her]". She had an "ingrained, illogical fear of leopards". Society has a more cautious outlook on leopards, because they are carnivores. They are predators and strong. Though leopards only attack humans when wounded.

People more commonly fear the aggressive unknown more so than the docile. Just like Jane Goodall did with her fear of the leopard, but not the bushbuck.

Score Point 3

The organizing structure of this satisfactory writing performance is, for the most part, appropriate to the analytical writing task. The writer's thesis states Goodall is frightened by only one of her encounters with wild animals because of society's fear of aggressive behavior. The thesis is developed with examples of Goodall's behavior in each encounter and supported with relevant textual evidence. However, the analysis of Goodall's interaction with the bushbuck is only weakly tied into the thesis. The student would need to include another sentence analyzing how society reacts to docile animals. In addition, the student needs to better support Goodall's fear of the leopard with stronger textual evidence. Although the student presents a few awkwardly stated, uncontrolled sentences that disrupt the fluency of the writing, these sentences do not affect the essay's clarity. Overall, the development of the analysis is sufficient and largely convincing.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the analytical writing task.
- ❑ The writer establishes a cogent thesis statement. All ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the analysis by clearly showing the relationships between the ideas and the evidence presented, making the writer's train of thought easy to follow.

Development of Ideas

- ❑ The development of the essay is highly effective, and the analysis is credible and compelling. The writer offers an explicit, insightful, clearly analytical interpretation of the text and supports this interpretation with relevant, well-chosen textual evidence. Overall, the writer develops ideas in sufficient depth and smoothly integrates textual evidence.
- ❑ The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of both the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice is purposeful and precise. It reflects a keen awareness of the analytical purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

In Jane Goodall's In the Shadow of Man, Goodall reacts entirely differently between meeting a bushbuck and a leopard in the wild. Through Goodall's impression when seeing the animals, the actions of the animals, and the lasting feeling of the encounters, Jane Goodall's experience with the bushbuck proved much more pleasant ^{than the} leopard.

When Goodall first notices the bushbuck, she is "sitting," choosing not to move. Her calmness becomes evident with gentle treatment of the animal, knowing how to handle the animal "poised for instant flight." With the leopard on the other hand, her movements are more "illogical," choosing to run up a tree even when her judgement says leopards can climb. Her fear gets the best of her, impairing her skills.

The animals respond to her differently as well. Although both head towards her, the bushbuck does so with timid caution while the leopard stalks her in the grass.

By the time the encounter ended, both animals left two entirely different impressions on Goodall. The memory of the bushbuck was a pleasant one she chooses to "feel again, in imagination." The experience affected her in a good way, while the leopard did not. Even after the event, she feels the "unseen eyes watching," making her unhappy.

Over all, the encounter with the bushbuck proved more gentle and pleasant to Goodall than the frightening experience with the leopard.

Score Point 4

In this accomplished writing performance, the writer analyzes multiple contrasts within Goodall's reflection that reveal how one of her encounters was more pleasant than the other. The writer juxtaposes analysis of Goodall's calm reaction to the bushbuck against her illogical response to the leopard. The writer also recognizes the differences in the actions of the animals and the lasting feelings of the encounters that Goodall has experienced. The smooth integration of specific textual evidence to support these ideas and the overall development of the essay demonstrate a thorough understanding of the text and the analytical task.

In "In the shadow of Man," Goodall describes the different feelings of her encounter with the bushbuck and leopard with a positive and negative tone.

For her encounter with the bushbuck, Goodall describes the animal as having "warmth" and a "silken impact" in her skin." This prominent positive tone conveys the bias toward the preference of the deer as opposed to the meeting with the leopard. The leopard ^{contradictory to the bushbuck} was described as "frightening" and full of a "rank smell" when met with the author. She conveys a dark tone through the feeling of terror that she had through the experience. In addition, Goodall describes the surroundings differently between the encounter of both animals. She creates a calm environment with the bushbuck by stating the presence of "water" and a "streambed." The water conveys a sense of serenity in the meeting and sounds like the ideal scenario in meeting an animal. On the other hand, the environment with the leopard was described with "thick undergrowth" and "rocks." This creates a sense of confinement and has a negative tone juxtaposed to the positive tone with the bushbuck.

By using descriptions in different tones, Goodall conveys the bias she had in the encounter with the two different animals.

Score Point 4

The writer of this accomplished writing performance analyzes the difference in tone that Goodall adopts when describing the two encounters. The writer demonstrates how Goodall's choice to use words with strong positive or negative connotations reveals the author's bias for one animal over the other. Relevant, well-chosen textual evidence provides strong support for the writer's analysis. The writer's focus on Goodall's diction and tone is clearly appropriate and responsive to the specific demands of the prompt. In addition, the student's purposeful word choice and ability to coherently present ideas contribute strongly to the effectiveness of this essay.

Goodall encounters peace with a bushbuck and fear with a leopard. The difference is revealed in her description and emotion.

When encountering the bushbuck, she describes it as "moving slowly" and it seems peaceful. Goodall uses words like "velvet" and "poised" to describe the elegance of the bushbuck. She has "unbelief" that such a gentle and beautiful thing came close and touched her. This shows Goodall desired to be close to the bushbuck and welcomed its warm presence.

As Goodall describes the encounter with the leopard, she uses a different tone. She describes the animal with "rank" and "savage ferocity". This reveals a difference that this animal's presence is unwanted and unpeaceful. Goodall is "startled" and "frightened" and overwhelmed by this creature. She certainly did not have the same experience with this "savage" leopard compared to the "velvet" bushbuck. The bushbuck's presence was welcome, and the leopard's presence was feared.

Score Point 4

The writer offers analysis describing how Goodall's diction in the excerpt helps the reader understand her contrasting feelings of peace and fear. This thesis is clearly asserted in the first paragraph of this accomplished writing performance. The student analyzes these ideas by providing an explanation of how Goodall's descriptions of the animals convey differing tones. The student accurately supports all ideas with relevant textual evidence that is woven through the analysis. In addition, strong sentence-to-sentence connections help the reader understand the writer's analysis. The student's sentences are purposeful and well controlled, and she is able to demonstrate a consistent command of conventions in this clearly analytical response.

In the excerpt Goodall makes evident her preference of her encounter with the bushbuck compared to the one of the leopard. Although she is able to astoundingly remember both instances, she obviously views the bushbuck with more admiration, and views the leopard with a sense of distaste.

Goodall views her encounter with bushbuck very pleasantly, going on to describe the animal in a positive manner. She describes the features of the bushbuck with an almost sense of delight: "Velvet nostrils," "Silken impact of her skin," and "Poised for instant flight" all show the tenderness she views the bushbuck with as an agile and beautiful creature.

In telling of her meeting with the leopard, the reader can quickly pick up minor and subtle notes of distaste for the animal. She goes on to describe the animal's scent as "rank," this being one of the subtle remarks of distaste noted. In contrast to the pleasure brought upon Goodall by the presence of the bushbuck, the leopard only brings Goodall feelings of fear and discomfort.

Goodall remained still and silent in hopes of interacting with the bushbuck. She gave an entirely different performance by frantically attempting to climb a tree and squawking in hopes of driving the leopard away.

"I can still scarcely believe that her nose actually touched my knee; yet if I close my eyes I can feel again, in imagination, the warmth of her breath and the silken impact of her skin," illustrates to a great depth the lasting joy and pleasure the bushbuck had given Goodall. The leopard's encounter had also evoked emotion in Goodall, but for a near opposite result. Goodall clearly shows that the leopard made her uncomfortable in writing "...the feeling of unseen eyes watching me was too much."

Score Point 4

The writer of this accomplished writing performance chooses to analyze the difference in Goodall's attitudes towards the two animals she encounters in the wild. The writer infers that Goodall feels delight, joy, and feelings of tenderness about the encounter with the bushbuck but feels uncomfortable, fearful, and has feelings of distaste for the leopard. A combination of directly quoted text and paraphrasing supports the analysis. The writer's precise word choice reflects a keen awareness of the task, and the writer is able to maintain an appropriate tone. The overall strength of the conventions contributes to the effectiveness of this essay.

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